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AUTHOR Sparks, Mary Kahl
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ABSTRACT

Twenty-seven school journalism teachers who have been honored as "outstanding" by the Newspaper Fund in the last 3 years responded to a survey about how they grade students in production oriented classes. The teachers reported using a variety of grading systems, including subjective decision making, a combination grading system, self-evaluation, peer evaluation, and point systems. Most agreed that meeting deadlines was an important area in determining grades. However, there was less agreement on the importance of spelling, grammar, and the use of string books. Among the incentives besides grades cited by teachers for attracting and retaining good students were the reputation of the school publications, giving by-lines, having an occasional staff party, attending journalism conferences, and allowing student editors to be in charge. (Appendixes contain copies of student evaluation sheets used by various teachers.) (FL)

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The Grading Systems of Award-Winning High School Journalism Teachers in Production-Oriented Classes

Mary Kahl Sparks

Division of Continuing Education

Kansas State University

AEJMC, Secondary Division

1983

Oregon State

Corvallis, Oregon

CS 207 638

ABSTRACT

This study asked high school journalism teachers who have been honored as "outstanding" by the Newspaper Fund in the last three years how they grade students in production-oriented journalism classes.

The one area in which these award-winning teachers were in complete agreement was the importance of deadlines. There was less agreement on how important the teachers considered areas like spelling, grammar and the use of string books in determining grades.

The teachers reported using a variety of methods which are discussed briefly in the paper. The methods include subjective decision making, a combination grading system, self evaluation, peer evaluation and point systems.

The survey also asked teachers what other incentives they used besides grades to attract and retain good students. Many of the teachers cited the reputation of their school publications as the reason they are able to get and keep good students. Other additional comments and suggestions are included.

The Grading Systems of Award-Winning High School Journalism Teachers in Production-Oriented Classes

One of the most difficult tasks in teaching any subject is assigning grades. The problem becomes even more complicated in production-oriented journalism classes. High school journalism teachers often face this problem in assigning grades to students who get credit for working on the student newspaper.

"How do you grade?" is a question that usually arises in summer journalism workshops for high school teachers. A few advisers have shared their individual grading systems in articles written for scholastic journalism publications.

Review of literature

Marjorie Wilson, Coronado High School, Lubbock, Texas, described the grading procedures of several Texas advisers in an article for C:JET (1979). One adviser used a contract grading system where student and adviser agree in advance what work must be accomplished for each percentage grade ranging from 75 to 95.

The contract system is similar to two variations on a point system of grading that Wilson also described. Students are told what they must do to earn points and they are usually told in advance how many points they need for each grade. Points are sometimes deducted for late stories, inaccurate information, etc.

Wilson also mentioned the grading system used by Thomas Prentice which will be described later.

Point systems are effective but take too much bookkeeping, Susan Steves argued in an article in The C.S.P.A.A. Bulletin (1981). She also noted some students manage to earn enough points for an A without making any worthwhile contributions to the publication. Steves teaches at Pasadena (Texas) High School.

The contract system works if students are self motivated and opt for A's rather than C's, Steves said.

Steves calls her system "Dimensional Grading" and said she adopted it from evaluation systems used in the business world. She begins with a description of responsibilities for each staff position. She said these can vary, but she suggested grouping them under "Materials Management," "Performance" and "Attitude." Each dimension can be weighted differently in determining the grade.

A log is kept on each student's performance in each job dimension. At the end of the grading period, Steves schedules an interview with each student to discuss the grade. She said one of the keys to the success of the grading system is to handle the conference properly using the log to back up the teacher's assessment of performance.

In an article in Scholastic Editor, Dennis Cripe, Ben Davis High School, Indianapolis, also recommended using job descriptions (1980). Cripe, like Steves, wants to be sure every staffer knows exactly what is expected. The descriptions are "a kind of contract," Cripe said. In addition, Cripe uses a form of peer evaluation in determining grades. Cripe asks editors to recommend grades for other staff members. Cripe considers the recommended grades in making his final decision.

Thomas Prentice, Austin High School, Austin, Texas, an award winner who responded to the survey, wrote about his grading system in an article in Quill and Scroll (1979). Prentice uses an "Evaluative Criteria" form to rate the students in seven areas such as personal characteristics, reporting skills, editing skills, professional development, etc. Each area has a number of items on which the student is rated, and there are five different rating levels which can be checked. The rating areas range from

A+ to F. Prentice uses a string book to back up his decisions on the level of performance each student has achieved. He schedules individual conferences to discuss grades with students.

Robert Button, Grosse Pointe South High School, Grosse Point Mich., another award-winning adviser who responded to the survey, included a chapter on grading in a new book he has authored, Managing Publications (1982).

Button noted that making subjective grade calls can lead to arguments with students. Point systems, on the other hand, measure quantity but not necessarily quality, Button said. Button combines the two. His grading system is described later in this paper.

The project

This research project concentrated on asking high school journalism teachers who have been honored as "outstanding" by the Newspaper Fund how they grade students in production-oriented classes. The project was undertaken not just to collect data but in hope that it might give other journalism teachers ideas on how to grade students in production-oriented journalism classes. Award-winning teachers for the last three years only were chosen so that the survey would reflect recent methods in grading.

The Newspaper Fund awards are made in different categories. One high school journalism teacher is named Teacher of the Year. Others are recognized as distinguished advisers or are given special recognition awards.

Some teachers honored in one category one year have been honored in a higher category later. For example, Wayne Brasler of the University of Chicago Laboratory School was named Distinguished Adviser in 1980 and Teacher of the Year in 1981.

Since 1980 the Fund has made 45 awards to 36 advisers. In the fall of 1982, 27 of these award-winning teachers responded to a survey which asked them about their grading methods. Four of the teachers responding indicated credit was not given to students for work on student publications. Thus, only 23 teachers responded to the questions concerning grading.

The award winners

The 27 teachers who responded to the survey came from 16 different states: Arizona, California, Florida, Idaho, Illinois, Iowa, Kansas, Maryland, Michigan, Missouri, New Hampshire, New York, Ohio, South Carolina, Texas and Wisconsin. Appendix D lists the teachers who responded.

Illinois had the most award-winning respondents with five. Texas and California both had three each.

Those responding reported having advised student publications between seven to "over 30" years. Eight of the 27 said they have over 20 years experience. Only two had under 10 years experience advising.

Often high school journalism advisers have little journalism training themselves. This is not true of most of the award winners, however. Seven said they had a master's degree in journalism, 11 said they had a bachelor's degree, four said they had a minor in journalism, two said they had 12 hours of journalism, two reported no training other than workshops and one failed to answer the question.

The four advisers who said credit was not offered for work on their publications were: 1) James Burgess, West High School, Green Bay, Wis., said the Green Bay schools do not have journalism classes; 2) Alma Langlois, Central High School, Manchester, N. H., said the newspaper was an extracurricular activity and that she had a staff of 96. Students in journalism classes get work published in the paper if it is good enough,

and such work receives a bonus in the graded journalism class; 3) Marion Razler, North Shore High School, Glen Head, N.Y., said the paper was extracurricular. She did not give other information; 4) John Reque, Evanstown Township High, Evanston, Ill., said junior reporters get "a little credit" for work on the paper. Senior editors do not. Reque reported a staff of 110.

Staff size and grading

Advisers with graded production-oriented classes reported staff sizes ranging from eight to 58. Only two advisers said the size of the staff affected the way they graded. Both advisers commented that if the staff was too small, students were expected to do more work in order to cover all areas for the publication.

Two advisers in the survey reported a staff of eight, three had between 10 and 20 students on their staff, ten had between 20 and 30 on the staff, three had between 30 and 40 and five advisers reported over 40 students on the staff.

Figure 1 Size of Staff

Number of Advisers	Staff Size
2	8
3	10-20
10	20-30
3	30-40
5	over 40

What is important in determining grades?

Teachers were asked to rank the importance of nine items in determining student grades. These items were: writing ability, grammatical errors, spelling errors, amount of work done, initiative the student shows, string book, meeting deadlines, student attitude toward class and ability to take instruction from peers.

The only item on which the teachers unanimously agreed was meeting dealines. All teachers responded that was very important.

Twenty of the 23 advisers ranked ability to take instruction from peers and student initiative as very important.

Writing ability and the amount of work done were considered very important by 19 teachers. Student attitude was ranked very important by 18.

The teachers disagreed on the importance of string books, grammatical errors and spelling errors.

Four teachers indicated string books were not at all important, 10 said they were somewhat important and nine said they were very important.

One teacher said grammatical errors were not important in determining the grade and two said spelling errors were not important.

Thirteen teachers said grammatical errors were somewhat important and only nine indicated they were very important.

Ten said spelling was somewhat important and 11 said spelling was very important. One teacher indicated that editors were expected to catch spelling and grammatical errors.

Figure 2

What is important?	Advisers responses		
Item	Very Important	Somewhat Important	Not Important
Meeting deadlines	23		
Ability to take instruction	20	3	
Student initiative	20	3	
Writing ability	19	4	
Amount of work done	18	5	
Student attitude	18	5	
Spelling	11	10	2
String Books	9	10	4
Grammatical errors	9	13	1

How are grades determined?

Examining string books and awarding points for work done were the items the award-winning teachers checked most often in describing their present grading systems. Sixteen of the 23 teachers checked those categories. Fourteen teachers said errors in copy were important in determining grades, 12 of the 23 said they used peer evaluations to help determine grades, 10 said part of the grade was subjective.

Only six teachers reported any part of the grade being based on tests. Several teachers indicated they required students to pass a style test at the first of the semester. One teacher reported giving a current events quiz every week.

Another six teachers said they had students evaluate themselves; usually this evaluation was followed by a student-teacher conference.

One teacher reported having students set individual goals. The grade depended on how well the student met the goals. This goal setting was the only mention of anything close to the contract form of grading.

Figure 3

Items used to determining grades

	advisers responding
Examining string book	16
Awarding points	16
Checking errors in copy	14
Peer evaluations	12
Subjective decisions	10
Tests	6
Self evaluation	6
Students set goals	1

Some teachers said they graded certain staff positions differently than others. Seven teachers, for example, reported a different grading scale for photographers, and six reported a different scale for editors.

Some said they did not expect photographers to write, pass the style test or sell ads. Instead photographers were graded on quality and sometimes quantity of their pictures.

In general, even teachers who said they graded editors the same as others indicated they expected more and better work from editors than from other staffers.

Business managers and sales people are rated differently by some teachers while others indicated all staff members have to sell ads.

While most teachers said they used a variety of methods in determining grades, the detailed explanations of how grades were actually derived seemed to fall in the following categories: subjective, combination, self evaluation, peer evaluation and point system.

Subjective

Teachers who determine grades this way seem to do so in much the same way English teachers grade composition classes. They look for a variety of things, require a variety of work, record a number of grades; but in the end, the teacher decides if the quality and quantity rates an A, B, C, etc. Prentice's "Evaluative Criteria" mentioned earlier is an example of this type of grading.

Homer Hall, Kirkwood High School, Kirkwood, Mo., the 1983 Teacher of the Year, has a different variation. Hall requires students to submit a daily log for their work on each issue of the paper. Articles, layouts, summaries of articles read, etc., are also attached to the log

sheets. Hall said he looks over the log and items and evaluates them. Hall awards points based on his evaluation considering both quantity and quality. The paper comes out every two weeks so Hall records a grade that often. Appendix A has Hall's newspaper grading sheet.

Combination

Some teachers give points or have another way of rating quantity of work and then have a separate way of deciding quality.

Button, mentioned earlier, for example, uses a point system for the quantity part of a student's grade. In addition he awards stars for quality work. A paper showing work beyond the basic adequacies is given one star. Button said he awards up to four stars for an exceptional piece of work.

For an A in Button's class, a student needs 1) an average of 15 points per issue, 2) at least two starred stories, photos and/or ads, 3) the 15 points per issue average for the grading period must come from several different issues and in several different areas, 4) specifically, at least five points must be earned in each of five different areas and 5) 15 points selling or maintaining ads or making four valid unsuccessful tries to sell ads.

Button awards points in several different areas such as news, features, opinion, headlines, ads, etc. The third part of his grading system forces students to diversify to get an A. It also prevents the student from working very hard one or two weeks and goofing off the rest of the semester.

Button's system also calls for demerits for problems such as not meeting deadlines or inaccurate reporting.

Button's grading system is described in detail in a new book he has written, Managing Publications. The book was recently published by Quill and Scroll.

Another teacher said she determines grades based on four factors: one fourth of the grade is based on weekly news quizzes, one fourth is based on peer evaluations, one fourth is the adviser's evaluation and the last fourth comes from grades on style tests.

The majority of teachers in the survey reported using some form of combination grading.

Self evaluation

Teachers who have students evaluate themselves usually have students fill out an evaluation form after each issue of the paper is finished. Students are usually asked to indicate what grade they expect to receive.

Appendix B shows the form Gary Daloyan, Lincoln High School, Stockton, Calif., asks students to complete.

Most teachers who ask students to do self evaluations said final grades were usually determined in a student-teacher conference.

Three teachers who use self evaluations said that point-system grading simply did not work for them.

Regis Boyle, 1980 Teacher of the Year, who reported advising student publications for over 30 years, longer than anyone else in the survey, said, "To me a point-system has always been too complicated, confusing and time consuming."

Boyle is now visiting professor of journalism at the University of Maryland. She added, "An adviser is submerged with five classes and newspaper production. Perhaps today when a computer could be used, I might try a point-system of grading."

Point system

While some complain about using a point system, others find it the best system of grading.

As explained earlier, teachers who use this system usually tell students in advance how many points are needed for each grade and how many points will be awarded for different assignments.

Appendix C has the point-system grading arrangement of Marge Bue, Borah High School, Boise, Idaho. Bue said she also consults with editors before individual grades are assigned.

Peer evaluation

As previously mentioned, several advisers ask student editors to evaluate other students as one part of the grading process. Two advisers indicated they use peer grading almost exclusively.

Ben Van Zante, West High School, Iowa City, Iowa, said his editors assign story and production grades. Van Zante assigns an "extra grade." All students are also asked to write a critique of each paper.

"We average both grades (editor's and adviser's), compare with the entire class and then over all quality of work," Van Zante wrote on his survey.

Van Zante said the system gave the editor a power base for assignments and also takes into account student attitude and audience reaction.

A sidebar: Incentives besides grades

Grades are supposedly designed to show students how well they are doing; thus, they should be an incentive, at least to the better students. The award-winning teachers said that grades are only one part of the incentive though and additional ones are needed to attract and retain good students.

As might be expected, the award-winning teachers often advise award-winning publications. Many of the teachers cite the reputation of their publications as the reason they are able to get and keep good students.

Here are some comments from some of the teachers responding:

"The best incentive I have to attract and keep students is a quality newspaper and yearbook. Students are very proud and enjoy being on the staff of a publication which the other students like to read . . . . ."

Hilda Walker
Daniel Webster Middle School
Stockton, Calif.

"The best incentive is that our student newspaper is the only high school weekly in Ohio . . . Prestige of belonging to staff is high because we strive for excellence and take pride in numerous regional and national awards each year."

Carol M. Bush
Bay High School
Bay Village, Ohio

"The paper has won every top award as have individual students. I have five full classes of journalism so something must be right."

Lois E. Kay
Churchill High School
Potomac, Md.

"We put out a state rated, nationally known publication. Recruiting students is not a problem."

Lorene Denney
McCallum High School
Austin, Texas

"Our only incentive is the quality of the program and publications. That is what seems to inspire the students, the fact that we are all involved in a special enterprise with a tradition of excellence . . . ."

Wayne Brasler
University High School
Chicago, Ill.

Brasler, however, plays down the value of awards received through competition.

"Students are thrilled when they get them, but I hardly mention them; at this point I know it all depends on whether the judge is hip or not--a lot ain't," he wrote.

Brasler said he tries to get students to focus on planning and designing an ideal publication for University High rather than following different trends suggested in competition or in scholastic journalism conferences and workshops.

Some advisers gave other suggestions that the beginning adviser of a non-award-winning publication may be able to use.

For example, they suggested praise, giving by-lines, having an occasional staff party, attending journalism conferences and/or workshops together, recognition of top students through Quill and Scroll membership and allowing the editors to really be in charge.

Jan Watson, Palo Verde High School, Tucson, said she gives "in house" awards such as "Best Lead of Issue." Winners receive an all-expense paid trip to the Coke machine and get their names placed on the bulletin board. She said each year her staff also elects the "Most Valuable Graduating Staffer."

Tom Prentice, Austin High School, Austin, Texas, cited a different kind of recognition as an incentive to staffers. He said Austin High reporters sometimes get phone calls returned by the mayor of Austin or other top officials.

John Wheeler, Lyons Township High School, LaGrange, Ill., summed up the problem with this statement:

> "Ultimately, it's a matter of working to create an atmosphere in which the group seems comfortable. Depending on the group's chemistry from year to year, this can be easy or difficult. Ideally, we all want vibrant creative staffs who enjoy the challenges of producing a high quality newspaper each year. To keep students interested, there has to be a sensitivity to their abilities and interests. Consequently, the same one or two persons should not always be assigned the best stories."

Conclusion

Just as teachers use different methods in trying to train students, they also use different methods in grading them. Their perceptions of what factors are important in determining grades are also different.

Most advisers said the size of their staff did not influence the way they graded, and no trends could be seen in survey results concerning class size and grading procedure. Advisers with a staff of 40 or more reported a grading procedure just as complicated as the two advisers with a staff of less than 10.

The one area on which these award-winning advisers unanimously agreed was the importance of meeting deadlines. All the respondents considered that area "very important." Almost 80 percent of the advisers considered the ability to take instruction, student initiative, writing ability, amount of work done and student attitude very important.

On the importance of spelling, grammatical errors and looking at string books, teachers had less agreement. Forty seven percent said spelling is very important, 43 percent said it is somewhat important and 10 percent said it is not important. No trends could be seen between the amount of training the advisers had and the way they viewed these particular areas. Both advisers who said that spelling was "not important" had at least minimum certification in journalism, and one had a major in journalism.

Thirty nine percent of the advisers said grammatical errors are very important, 56 percent said they are somewhat important and one adviser (5 percent) said they are not important.

String books are very important to 39 percent of the respondents, somewhat important to 43 percent and not important to 18 percent.

While some of the award-winning teachers felt a point-system worked best, others denounced it as too burdensome. Most of the teachers in the survey used a variety of evaluative methods to determine final grades. Again, this project was undertaken to attempt to gather ideas on grading for other high school advisers. Surely in this wide array of grading systems from the award-winners, there is an idea that every teacher struggling with the grading problem can use.

Beginning teachers or teachers in a new job would probably have trouble using a peer evaluation grading system until they felt their students have the proper training to evaluate peers. However, this may be a method that advisers who have been at the same school long enough to know students well are ready to try.

Many of the award-winning teachers noted that they too are continually changing their grading systems or that they are eager for new ideas.

While this project was done to collect ideas on grading, not to evaluate them, one editorial comment seems necessary.

Some of these award-winning advisers did not see spelling and grammatical errors as important as items like meeting deadlines or taking instructions from peers.

Those who hire college journalism graduates are continually complaining that journalism majors cannot spell or that they make too many grammatical mistakes. It would seem that correct spelling and grammar need to be consistently insisted on in high school as well as in college if we are to please those who hire journalism graduates.

Appendix A

call GRADING SHEET

NAME _____ ISSUE _____ GRADE _____

_____1. Responds promptly and graciously to directions or requests from editor or instructor, cooperates with other staff members in any undertaking. (Includes signing in and out of room, returning buttons, requesting to use telephone, delivering papers, etc.) (5)

_____2. Exercises good judgment, uses class time wisely. (5)

_____3. Covers beat thoroughly, is alert to all news possibilities. Turns in 8 story ideas each issue. Gets beat initialed and signed and submits a list of questions asked of each beat. (5)

_____4. Keeps a file, future book, in-depth story ideas up-to-date. Turns in at least two newspaper (not exchange) clippings and explains how topics can be developed for the Call (attach articles). (5)

_____5. Copy submitted on time or ahead of time when possible. (15)

_____6. Accuracy and originality in planning page layout or writing story. Checks quotes for accuracy before story is turned in. Gets quotes initialed. (5)

_____7. Clarity and grammatical correctness of written fresh copy. Uses correct style rules and keeps paragraphs to 40 words or less. (20)

_____8. Neatness and accuracy in typing or writing story. Is it easy for others to read? Are all facts accurate? Is the guideline correct? Have correct copyreading and proofreading symbols been used? Has typed copy been corrected? (10) One point will be deducted for each grammatical or spelling error found in typed copy ready to go to the printer. Writer of story must check typed version.

_____9. Quantity of work output adequate (own department or any other that needs assistance). Stays for both late nights until all work is done, unless given permission to leave. (15)

_____10. Cleaned up work area after use (returned typewriters to tables, put covers on typewriters, got rid of scrap paper, placed copy and dummy sheets in proper place. Rules, scissors, carbon, glue, pencils returned, etc.) and working area neat and efficient in all respects. (5)

_____11. Reads at least one exchange paper and lists story ideas and/or layout ideas gained. (5)

_____12. Reads at least two journalistic articles about newspapers and attaches summaries. (5)

INSTRUCTOR'S COMMENT: (when necessary):

H. L. Hall
Kirkwood High School

Gary Daloyan
Lincoln High
Stockton, Calif.

Appendix B

LINCOLNIAN

Personal Evaluation Sheet - Due each Monday

NAME _____ ISSUE DATE _____

PRODUCTION: (complete the following information in detail)
This week, I wrote _____ (number) news/feature/sports/editorial (circle one) stories under the topic of:

_____

This week, I sold/pasted-up (circle one) _____ (number) display advertisements to the following merchants: _____

I also contacted/interviewed (circle one) _____ (number) others during and outside class which include:

_____

This week, I took/developed/printed/drew (circle one) _____ (number) pictures/cartoons or artwork for publication in the LINCOLNIAN which were of the following subjects: _____

_____

This week, I assigned/rewrote/copyread (circle one) _____ (number) stories which include: _____

_____

I also wrote _____ (number) headlines and helped pasteup the news/sports/editorial/feature (circle one)

page. I typeset _____ (number) headlines/stories (circle one) which include: _____

_____

Excluding class time, I put in _____ (number) hours working on jobs listed above.

EFFORT: I volunteered for extra duty and fulfilled specific assignment requests by editors/advisor, (concessions/typing/clean-up/filing/proofing) (circle one): (EXPLANATION) _____

_____

COMMENTS/PROBLEMS AND BRAINDROPPINGS: (What can we do that we are not doing now?) _____

_____

GRADE EXPECTED: _____ GRADE RECEIVED: _____
The Management

COMMENTS: _____

Appendix C-1

Marge Bue
Borah High
Boise, Idaho

GRADE CONTRACT
NEWSPAPER PRODUCTION

Name _____

On the basis of the activities listed below which are necessary for an A grade and on the basis also of the specific activities listed in the job description for your position on the newspaper, please specify the grade you expect to get in the course and the activities which you can be expected to perform for that grade.

Needed for an A:

100 copy points (minimum)

3 ads sold per nine weeks (standing ads count only ½ after being run the first time)

1 major story per nine weeks (columnists, editorial editors, editor and ad manager are excluded)

5 - 6 ads sold per nine weeks (for Ad Managers)

5 new ad prospects contacted each issue (Ad Managers)

No more than 3 lates, with each day counting as one late for beats, stories, ad reports

No more than two nights of pasteup missed (reasonable excuse)

Point sheet due two days after paper delivery or it's a late

Each person must type his/her own copy or arrange for it to be typed

Activities you expect to perform for the nine weeks period:

1. Number of points for copy _____
2. Number of ads to be sold _____
3. Number of major stories to be turned in (minimum) _____
4. No more than _____ nights of pasteup to be missed.
5. No more than a total of _____ lates for ad reports, beats, stories.
6. (Based on your job description or on other items mentioned above.)

7. Point sheets will be turned in _____

Signed _____

Date _____

Grade expected based on above _____

Appendix C-2

POINT SHEET - for figuring points

Writing:	
News per inch	2
Features per inch	4
Sports per inch	3
In-depth per inch	5
Editorials per inch	4
Ads:	
Contacted only	5
Sold (new)	25
Layout and copy	20
Pasting up ad	10
Standing ad	15
Pasteup:	
Pasting up a page	30
Black spaces	5
Sizing pix	5
Headlines and Cutlines:	
Heads each	10
Cutlines, each	5
Beats:	
Per beat	5
Layout points:	
Layout a page	30
Photo points:	
(for non-photographers)	
Taking pix	15
Developing pix	10
Printing pix	10
Contests:	
Entering contest	10
Winning or placing	20
Bonus points:	
Typing for someone else - per page	10
Distributing papers	5
Cartoons, art	15-30
Bylines	3
Editors' points:	
Sub-editor (feature, sports, etc.)	10
Asst. Ed.	5

Demerits:

Story not typed: 5 points per page

Lates: Three lates on any beat, story, ad report or combination of these lowers grade one grade point for grading period.

In other words, there is NO excuse for being late with anything.

If you have been late, turn in Missed Deadline form for each item: beat, story, ad report, etc.

Appendix C-3

40 pts. - A
32 pts. - B
25 pts. - C
18 pts. - D

Photographer's Point Sheet

Name _____

Issue # _____

Grading Scale, Pix

A - 10 pts.
B - 8 pts.
C - 6 pts.
D - 4 pts.
Lion's Roar total good prints 27

Pix assigned, taken, developed, printed:

Description:	# points
_____	_____
_____	_____
_____	_____
_____	_____

Pix taken for paper in addition to assignments: (dev. and printed)

Description:	
_____	_____
_____	_____
_____	_____

Developing and printing someone else's pix (6 pts. per roll, 1 pix)

_____ _____

_____ _____

Printing someone else's pix (4 pts. per pix)

_____ _____

_____ _____

Taking pix, but not developing or printing (4 pts.)

_____ _____

Extra points for taking a pix that required remaining through an entire game, concert, play, etc. (10 pts.)

_____ _____

_____ _____

Supplies used:

Film _____ 20s

_____ 36s

Paper _____

Supplies left:

Film 20s

TOTAL POINTS _____

prints turned in (5 x 7) _____

prints turned in (8 x 10) _____

small prints turned in _____

contact sheets turned in _____

individual pix shown on contact sheets

Appendix C-4

NEWSPAPER STAFF POINT SHEETS

Substantiate published matter by attaching all copies of stories published. List all ads sold, all merchants contacted for ads.
Turn point sheet in after each issue to the adviser.

ISSUE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Published Matter																
Additional Matter Written																
Ads																
Paste-up Points																
Photography																
Writing Contest Points																
Beats																
Layout Points																
Heads and Cutlines																
Bonus Points																
Editor Points																
Demerits																
T O T A L																

ADS SOLD: _____ BEATS COVERED: _____

ADS CONTACTED: _____

Appendix D
Award-winning respondents

Mary Ann Blaskowitz
Camden High School
Camden, SC 29020

Regis Boyle
College of Journalism
University of Maryland
College Park, MD 20742

Wayne Brasler
University High
1362 E. 59th St.
Chicago, IL 60637

Marjorie Bue
Borah High School
Boise, ID 83707

James Burgess
Green Bay West High ichool
Green Bay, WI 54305

Carol Bush
Bay High School
Bay Village, OH 44140

Robert Button
Grosse Pointe South
High School
Grosse Pointe Farms, MI
48236

Jolene Combs
Redondo Union High School
631 Vincent Park
Redondo Beach, CA 90277

Gary Daloyan
Lincoln High School
6844 Alexandria Place
Stockton, CA 95207

Lorene Denny
McCallum High School
5600 Sunshine Dr.
Austin, TX 78756

Robert Dillon
Shawnee Mission East
High School
7500 Mission Rd.
Shawnee Mission, KS 66208

Gregory Franck
Valley High School
West Des Moines, IA 50265

Homer Hall
Kirkwood High School
801 W. Essex
Kirkwood, MO 63122

Susan Hathaway
Wheeling High School
900 S. Elmhurst
Wheeling, IL 60090

Julia Jeffress
Hillcrest High School
Dallas, TX 75221

Lois E. Kay
Winston Churchill High
School
11300 Gainsborough Rd.
Potomac, MD 20854

Alma Langlois
Central High School
Manchester, NH 03106

Shirley Moravec
Clearwater High School
Clearwater, FL 33517

Gloria Olman
Utica High School
47255 Shelby Rd.
Utica, MI 48087

Tom Prentice
Austin High School
1715 W. First St.
Austin, TX 78703

Marion Razler
North Shore High School
Glen Head, NY 11545

John Reque
Evanston Township High School
1600 Dodge Ave.
Evanston, IL 60204

Howard Spanogle
Glenbard East High School
1014 S. Main St.
Lombard, IL 60148

Ben Van Zante
West High School
Iowa City, IA 52240

Hilda Walker
Daniel Webster Middle School
Stockton, CA 95207

Jan Watson
Palo Verde High School
1302 S. Avenida Vega
Tucson, AZ 85710

John Wheeler
Lyons Township High School
LaGrange, IL 60525

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